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ABSTRACT

This report presents the results of a six month pilot project to examine and collect materials produced in libraries and schools of librarianship as aids in teaching librarians to handle media. Materials were collected in the following areas: (1) management of resources (staffing), (2) storage, (3) cataloging and classification, (4) bibliography, (5) evaluation, and (6) media technology. The report concludes that although material is being produced in individual institutions which could be published for mutual benefit, there are several problems which must be addressed before this would become feasible. Appendices include a list of some teaching methods and materials currently in use. (STS)

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Pilot scheme on materials produced in libraries and schools of librarianship as aids in teaching the librarianship of the newer media: report and recommendations

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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1 INTRODUCTION

In February 1973 the Council for Educational Technology produced 'a list of some non-book materials used in institutions of librarianship education'. The entries were compiled from information gathered from a questionnaire and the result was a kind of HELPIS for librarianship education.

In essence this was a useful project. However, many items may have been excluded either as a result of the originator's feeling embarrassed about the technical quality of his material or because he was waiting to see what others included before committing himself. In addition there was no guarantee that copies of the material cited could be purchased from the parent institution.

In a desire to promote the effective use of resources within a particular subject area the Librarianship Education Group of the Council for Educational Technology has undertaken a number of projects concerning the librarianship of the newer media, e.g., a directory of consultants in the field and course guides on non-book materials for library school lecturers.

In October 1976 the Council sponsored a six month pilot scheme to 'examine materials produced in libraries and schools of librarianship as aids in teaching the librarianship of the newer media; to collect appropriate materials and re-present them where necessary so that other institutions can make use of them'.

This report presents the findings of the pilot scheme. It is hoped that it will be of practical use to both lecturers and those responsible for training programmes in libraries. In addition to the packages of re-presented material, there is an appendix of teaching methods and materials, which are in use in the establishments visited.

2 LIMITATIONS OF THE PROJECT

It should be appreciated that in a project of this nature the survey made in no way reflects a comprehensive coverage of the area involved. On the other hand it is invaluable as a feasibility study for a venture on a larger scale.

The following limitations should be borne in mind:

(a) The selection of visits was arbitrary and governed chiefly by a desire to include a cross section of library services in addition to the schools of librarianship known to be teaching in this area.

In the absence of any documented evidence of in-service training schemes a number of library services were visited on the recommendation of the library schools in their vicinity.

(b) The visits were carried out over a period of two months. Both the length of time spent in and the dates of the visits to each institution determined the nature of the lessons which could be observed and occasionally the members of staff who were available for interview.

(c) Evaluation
Having outlined the limitations of the scheme in terms of coverage it will follow that, in the majority of instances, any material referred to has been evaluated out of context, i.e., it has not been observed in use. Thus the choice of packages for re-presentation has been to a certain extent subjective and based on impressions rather than being validated by any extensive and detailed monitoring of the learning process.

Ideally it would be necessary to observe the teaching programmes in their entirety. Even when it has been possible to see substantially more of the programme, e.g., at CLW, where the project was based, it would still be unfair to claim an ability to judge the effectiveness of these materials. Any objective evaluation should depend upon the knowledge and understanding acquired during the complete course and only the teacher involved has the means of assessing this effectively.

(d) Whilst the method of survey has its limitations it is also a valuable exercise in itself. The interview method provides the opportunity to interchange ideas en route:

(i) It was frequently found that staff who initially doubted the existence of any relevant material in their institution found that they were able to make a useful contribution once the type of material already collected had been discussed.

(ii) During the meetings it was often possible to relay information on material which had been seen on a previous occasion. Thus possible duplication of effort was avoided, or, at the very least, a network for consultation was provided, e.g., Coventry City Library had produced an in-service training programme on the introduction of computers into the library service, which included audio-visual materials. Leicestershire mentioned that they envisaged producing a similar programme.

(e) It was evident that many people involved in education for librarianship hear about useful practice and materials by word of mouth. Consequently the interview method proved most profitable in this instance.

3 METHOD OF THE SURVEY

The investigation was carried out by personal visits to the following institutions:

Schools of Librarianship

(a) College of Librarianship Wales
(b) Department of Librarianship, Loughborough University
(c) School of Librarianship, Loughborough Technical College
(d) School of Librarianship, Leeds Polytechnic
(e) Department of Librarianship, Newcastle upon Tyne Polytechnic

In-service Training Programmes

(a) Public Libraries:
Holborn Library, Camden
Coventry Library and Information Service
Humberside Leisure Services
Wiltshire Library and Museum Service

(b) Academic Libraries:
Media Resources Centre, ILEA
British Council: Library and Education Department
School of Engineering and Science Library, Trent Polytechnic
Newcastle upon Tyne University Library
Faculty of Education, Bristol Polytechnic
Bath University Library

(c) Special Libraries:
BBC Film and Video Library

An attempt was made to include a cross section of library services in addition to the four schools of librarianship suggested in the outline to the scheme. One additional School of Librarianship was visited. In the absence of any documented evidence of in-service training in this aspect of librarianship a number of library services were visited on the recommendations of the library schools in their vicinity.

3.1 Background information

Drafts of the course outlines for non-book media librarianship produced for the CET by the Schools of Librarianship at Newcastle, Leeds and Loughborough, with additional material from CLW provided a framework from which to discuss the materials and methods used in teaching the librarianship of the newer media.

Whilst the teaching materials were the specific concern of the project it was necessary to gain an appreciation of the teaching programmes and courses in order to view the material in context.

Interviews

At each institution interviews with staff involved in teaching and training were arranged by co-ordinators, who tended to be those staff with a particular interest in the area in the library schools and training officers in the libraries.

On a number of occasions it was possible to interview students and ex-students in order to discuss the type of material they had found most useful.

3.3 Observation of material

As the material concerned was not held centrally it was necessary to rely upon those interviewed to offer any items which they considered to be relevant. As the scheme progressed the amount of information gathered and thus the number of questions put to individuals interviewed accumulated with the result that the final investigations may well have been the most exhaustive.

3.3.1 In use
It was frequently possible to observe a number of teaching sessions which ranged from lectures to tutorials and workshops. This was undoubtedly the most useful means of assessing the material.

3.3.2 Recording material
Alternatively copies of material were gathered en route wherever possible e.g., worksheets, handouts and photocopies of overhead transparencies. If this proved impractical the items of interest were noted as specifically as possible in order that they could be pin-pointed if they were to be included in the published packages. In the case of sets of slides, unaccompanied by a tape, it was necessary to list individual titles in order to describe these accurately to their owners at a later date, the time scale of the project prohibiting return visits.

Towards the end of the visit, when the material had been assessed and noted and an improved idea of the climate gained it was useful to have a further discussion with co-ordinators in order to determine whether an accurate impression of needs and problems had been formed.

3.3.3 The Educational Technology Units
The Educational Technology Units servicing each School of Librarianship were visited to assess:

(a) their role in the teaching programme
(b) facilities available to the teaching staff and students
(c) attitudes to the publication of teaching material by the Unit.

3.3.4 **Libraries**

The libraries in each institution were also visited to assess:

(a) their role in the teaching programme
(b) facilities available to students and staff

and to collect details of any relevant material from the library's catalogues.

4 THE PRESENT SITUATION

On the whole the majority of relevant material was found in the schools of librarianship. The library services are making use of teaching and learning aids such as flowcharts, programmed texts, overhead transparencies, charts, tape-slide sequences and videotapes in their training programmes. However, few were able to provide examples in the librarianship of the newer media.

Examples of the type of material to be found in in-service training have been included in Appendix I Section B.

4.1 Schools of Librarianship

For the most part all those directly involved in teaching the librarianship of the newer media were clearly aware of the importance of using teaching aids in their own teaching. These were favoured for two reasons:

(a) effective teaching
(b) the students were able to see the medium in a context: some lecturers were keen on teaching about the medium via the medium, i.e., a tape-slide programme on how to produce a tape-slide programme.

4.1.2 The material collected

The teaching material collected from schools tended to reflect the nature of the course, for example, resource centres and academic libraries at Loughborough and Newcastle and media technology at CLW. Thus the pooling of resources should prove to be mutually beneficial as duplication was negligible.

Lecturers were frequently able to provide examples of students' projects in audio-visual format, which were relevant to the scheme.

Some of the programmes made by students as projects were extremely imaginative and several were of a high technical standard considering they were frequently first efforts. These programmes served two purposes in the teaching programme:

(a) they provided a yardstick for the type of project which the students were expected to present in terms of technical standard, length etc.
(b) as a result of their subject matter they were also instructive in their own right, e.g., Record Care, How to make a Tape-Slide Sequence. (See Appendix I Section D).

The majority of the material collected was of a high technical standard often as a result of the lecturer involved working in co-operation with the institution's Educational Technology Unit.

4.1.3 **Educational Technology Units**

Each school has access to an Educational Technology Unit. Those lecturers who are particularly involved with non-book media liaise with the staff in the units, especially during workshop sessions and in the production of programmes.

Role in the Curriculum

The units provide:

(a) teaching support services, i.e. during workshops and in the production of material

(b) a consultative service to staff and students in the production of material

(c) technical facilities for

(i) the production of material, e.g., photography, CCTV etc.

(ii) workshop familiarisation exercises

(iii) copying programmes. All the units visited were capable of making copies of programmes, but for the most part used these facilities for making presentation programmes for use in the libraries, whilst the masters were retained in the unit.

As the majority of material collected had been produced in consultation with the staff of the units, it was possible to discuss production problems and the feasibility of publishing material from the units.

Since the nature of the facilities and approach was varied it may be useful to explain the philosophies and facilities available in each of the four units visited.

College of Librarianship Wales: Media Services Unit

The Media Services Unit at CLW differs from the other units visited in that it is serving a monotechnic institution. As a result competition for its services is limited to one particular discipline and it should not suffer from the clash of interests experienced by those serving polytechnic institutions.

In addition to the services outlined above the Unit offers the following support to the teaching programme:

(a) Media Seminars for staff - a series of audio-visual aids in teaching, and teaching techniques. The subjects offered include: Using Slides, The Overhead Projector, Sound Recording, Printing and Duplicating, Television, Lecturing Methods, Small Group Teaching, Handouts - a waste of paper?

The sessions are in the form of discussions preceded by a short demonstration. Staff are also asked to request additional seminar topics.

(b) Technical Topics: a series of lectures to provide theoretical background for technicians involved in audio-visual media. Staff from other colleges are welcome to attend the sessions. Lectures offered include: Principles of Photography, Sound Recording, Offset Litho Printing, Principles of Reprography, Television Recording, Tape-Slide Programmes.

In one lecture the graphic designer illustrated his talk by means of a tape-slide programme:

Graphic design 1976/by Steve Smith. - College of Librarianship Wales, 1976. - 80 slides. 40 min.: col. and b&w + 1 sound cassette. - Summary: introduction to graphic design: problems, methods, and materials. Emphasis on design for small in-plant offset printing.

This programme is particularly useful in acquainting other professions with the work of the graphic artist and provides an opportunity for prospective clients to assess the scope of the services available to them.

The lectures in this series were also available to the staff of the job-training scheme outlined below.

(c) The Centre for the Production of Audio-Visual Materials has been established as a part of the Media Services Unit at the College of Librarianship Wales, for a one-year period, under the Job Creation Programme. It is staffed by a Supervisor, a technician and three trainees.

The aim of the Centre is to provide a service in the following ways throughout Wales:

(i) locating existing audio-visual materials from a variety of sources such as libraries, colleges, schools and local societies

(ii) reproducing these resources. In order to do this the Centre staff are able to use the extensive facilities of the college

(iii) publicizing the wide range of material they anticipate receiving. With permission, resources will be catalogued for availability to any interested organization in the Principality

(iv) producing new material - a natural progression of the work.

Leeds Polytechnic: Educational Technology Unit

This was the largest of the units visited in terms of staff and facilities, e.g., it has two CCTV studios, one for students to operate and for microteaching, and a more sophisticated studio, which is used for the production of programmes, e.g., interviewing for library posts, role playing in committee work etc.

As in Loughborough and Newcastle the Unit is geographically separated from the School of Librarianship and provides teaching support services for the Polytechnic as a whole. The staff: 5 academics, 1 Senior Technician, 10 technicians, 1 artist and 2 clerical assistants, describe their role as a 'weaning' process for staff and students, i.e., once teaching staff become competent they are left to use the material on their own.

This Unit has already had experience of publishing material from the School of Librarianship for the videotape interviews, Talking to Librarians. They had reservations about such ventures because of the standard of technical quality, which customers might expect. As publishing was by no means a priority for the Unit they were sceptical of its worth when the service to their immediate clients might suffer as a result. On the whole their worry was the difficulty of producing adequate copies in view of the fact that customers now have examples of the very best technical quality on the mass media. Comparisons would always be made and although the Units have the equipment necessary to the reproduction of audio-visual materials, e.g., Illumitran slide copiers, this does not mean that they have the means of meeting commercial standards in these areas. It would seem that the problem of technical quality is extremely pertinent to the scheme. (See Section 5.3.2).

Loughborough University: Audio Visual Aids Unit

This Unit is at a considerable disadvantage as a result of its siting and the fact that some of the staff, who might be co-ordinated with the service are divided between departments, leaving a relatively small core staff in the Unit itself. Nevertheless the Department of Librarianship's staff and students are able to enjoy a similar service to those in other schools visited. In referring to the disadvantages under which the Unit seems to operate I do not intend to be disparaging, but merely to recognise that these factors may reduce the service available; staff may be deterred from making use of the facilities if they have to wait because of the burden of work undertaken by the Unit.

Newcastle upon Tyne Polytechnic: PETRAS

This Unit has already produced a number of publications which are relevant to the scheme, e.g., booklets on the use of hardware, and tape-slide programmes. The philosophy at Petras is that anything produced should be good enough for publication. However, this could mean that the Unit is conscious of its own limitations and consequently would limit itself to the type of publication which it would be satisfied to circulate.

Petras staff are closely involved in induction courses for staff and students in the use of audio-visual material available to them. In project work the Unit's staff offer

advice on the production of tape-slide programmes. (Television programmes are explained to the group, but are not produced by students as it is felt that the product would be too weak).

Staff from the Polytechnic can be seconded for one day per week for a term or a year in order to familiarise themselves with the resources available to the Unit.

4.1.4 Libraries

Most of the libraries visited had taken considerable trouble to produce guides to the use and availability of non-book resources. The material itself was separately housed from the bookstock in every instance. Many of the libraries employed illustrated charts on the wall of the study carrels, containing hardware. All the libraries visited offered some facilities for use of hardware, but in some instances the accommodation could be said to be discouraging.

Time prohibited an exhaustive search of their catalogues for any commercial and in-house material, which had been catalogued. A list of such material is to be found in Appendix 3.

Several of the students interviewed felt that they were rarely given the opportunity to enjoy the resources of the institution. By this they were referring to the scant number of audio-visual aids used in teaching and the omission of non-book materials from 'reading' lists.

4.2 In-service Training

Within the library services staff are appraised of developments in the newer media, which are relevant to their work, by the following means:

4.2.1 Short courses at schools of librarianship and at other professional organizations, e.g., Library Association Group meetings. Senior professional staff attend short courses on aspects of audio-visual media, e.g., Media Technology, and the presentation of programmes in audio-visual format. By this means the service is assured a corp of professional staff with a knowledge of the field. On a number of occasions it was possible to see examples of the application of knowledge acquired during these courses, e.g., Coventry and Humberside, where the in-service training schemes contained a number of audio-visual presentations. (See Appendix I Section B).

4.2.2 Weekend and Day Schools organised by the authority.
In view of the difficulty of finding time within working hours for staff to attend training sessions a number of library services had organized programmes at weekends, e.g., Humberside's weekend school 'Audio-Visual Materials in the Library'. The programme included talks by two visiting speakers, with a knowledge of the practical use of media in libraries, together with accounts of the resources available within the service by the staff from Humberside Library Service.

Wiltshire Library and Museum Service has organised the following Day Schools:

(a) The School Library Resource Centre for School Library Assistants. In this programme the slides referred to in Appendix I Section B were employed as a means of relaying information of the resources available to the group concerned.
(b) Music and Recorded Sound in the Library
(c) Workshop: operation of hardware, e.g., 16mm projectors, tape recorders and slide projectors. The workshop consisted of a demonstration of the hardware concerned followed by a practical session where the group were required to set up equipment which had, unknown to them, been sabotaged. This method ensured that the staff familiarised themselves with the type of accessories they might need when working with the machines.

It was common practice for sessions on audio-visual materials in the library service to consist of demonstrations followed by workshops. For this reason little relevant material was collected from libraries.

4.2.3 Meetings with small groups of library staff.
It was in this area that some material, chiefly in the form of tape-slide programmes and overhead transparencies was collected. A number of libraries are producing programmes to illustrate the scope of their service. These can then be shown to new recruits and visitors. Whilst these programmes are not specifically the concern of this project they are relevant in so far as they indicate the role of audio-visual materials in the service concerned, and thus may be of interest to students in library schools.

In addition some librarians were making use of overhead transparencies in order to acquaint staff with the audio-visual resources available at various service points, e.g., Holborn and the Media Resource Centre, ILEA.

5 NEEDS AND PROBLEMS

5.1 Schools of Librarianship

5.1.1 Reservations

(a) The question of co-operation
There was a general feeling that co-operation in this area was desirable on economic grounds. However, some lecturers felt that any innovatory material they produced should provide for their own advancement. This reaction was possibly a result of their ideas being plagiarised in the past. Even though it was explained that contributors would retain copyright there was still scepticism in view of the ease with which this material could be pirated. On the other hand those who were keen to pool their material were obviously aware of the mutual benefits.

(b) Lack of flexibility
It was apparent that the majority were extremely wary of commercially produced packages as they found them difficult to integrate in their own teaching programmes. It was felt that there was a tendency for these materials to dictate rather than complement what was taught.

(c) Validity of content
It was felt that insufficient care was taken by the user to update the contents of programmes. An analogy was drawn between watching the same programme for a number of years and teaching from notes which had not been revised.

5.1.2 Needs

(a) Several lecturers expressed a desire to find out what material was available in other institutions. However, they were reluctant to specify the type of material they would find acceptable until they were able to preview it.

(b) Only one lecturer actually itemised the type of teaching aids he felt to be lacking in this field: photographs (prints or slides) of different types of audio-visual apparatus: storage packs, furniture; examples of library use, plans and layouts: overhead transparencies of specimen entries using the LA/NCET rules; tape-slide programmes on 'the planning of the library resource centre in a school', 'production areas in library resource centres', 'how to plan a tape-slide sequence', 'a video sequence' and 'a library film'; audio-visuals in action, examples from libraries. The latter might be a series of different tape-slides looking at different areas of librarianship. It would aim to motivate the student librarian and give him/her a wider appreciation of the place of non-book media in information and recreational work.

5.2 Library Services

5.2.1 The lack of facilities

As far as the production and use of teaching materials are concerned it is clear that those involved are more frequently deterred by lack of facilities than those actively involved in teaching institutions where hardware is more readily accessible. This problem is obviously more acute in the public library service as the staff of academic libraries invariably have access to an Educational Technology Unit of some description.

Equally well the materials for creating software aids are often more difficult to obtain, although the new larger authorities are more likely to enjoy the expertise of graphic designers and photographers, e.g., Humberside. For the most part their efforts are home made and depend to a large extent on the interest and ability of the individuals concerned.

5.2.2 Needs

One librarian expressed the view that audio-visual presentation of the media in action in the library service might well be the most appropriate motivatory use of material. Video machines made this feasible and the skills being demonstrated were of a practical nature. The use of video programmes rather than tape-slide was also compounded by a comment from another librarian, who felt that video would very soon supersede tape-slide as a medium for instruction.

The following suggestions for audio-visual material were made:

Audio-visual resources in use:

(a) children borrowing and using cassettes
(b) exhibition areas showing all media
(c) exploitation of resources - films on the library services;

Aspects of management:

(a) principles of selection; overhead transparencies itemising the criteria with the media available
(b) storage; videotapes of storage methods
(c) evaluation of machinery - to avoid expensive mistakes. Use of machinery itself with the appropriate review material and buyers' guides.

Conclusion

It was generally felt that the best way for students and staff to familiarise themselves with non-book materials was to handle them until they became as confident with them as with books.

Staff should be encouraged to use materials that are to be used by their public so that they can appreciate their difficulties.

6 THE PACKAGES

The packages chosen for re-presentation are not intended to provide comprehensive coverage, but are designed to be easily integrated into a diversity of teaching programmes. It is hoped that users will be able to add further examples in the case of packages 2, 3b and 3c.

The following criteria have influenced the material chosen for inclusion in the pilot scheme; the primary consideration being flexibility so that

(a) the material is viable for general use, i.e., it does not rely on the resources of a specific institution
(b) the material could be reproduced
  (i) easily
  (ii) at a reasonable cost per copy
(c) the content could be easily up-dated without complete revision by the purchaser or a central agency. (See Section 7.1.4).

The following section provides a rationale for the material chosen. The suggestions for use of the items are not intended to be prescriptive, but are included in support of the thinking behind the choice of material.

6.1 The management of resource centres: staffing

A set of 8 overhead transparencies illustrating alternative staff hierarchies in resource centres. These are intended to be used as a basis for discussion of the pros and cons of certain staffing structures; they would raise general questions, e.g., who should be given overall responsibility for the resource centre? i.e., what qualifications and job description should be looked for and why?

A set of teaching notes accompany these transparencies.

This material provides real illustrations for a discussion on a matter salient to the effective integration of audio-visual material in libraries - the effective use of the variety of manpower with which they are associated. In the course of the project it has been apparent that a lack of appreciation of the contribution to be made by colleagues from other professions is all too common. It may be useful to emphasize this problem in discussing the hierarchies illustrated on the transparencies.

6.2 Storage

A set of 48 colour slides incorporating examples of a variety of storage facilities for non-book materials.

These examples were collected from a number of sources. However, they are not intended to provide complete coverage of the area. It is envisaged that the examples might be used in discussion of their individual merits in terms of cost,

space and accessibility of the media. Students could make use of sales catalogues in order to discover retail prices and manufacturers; thus providing them with a simulation of the type of considerations they might face in practice.

6.3 Cataloguing and Classification

(a) Perspex blocks, overprinted with Letraset, for use with the overhead projector in order to determine an appropriate layout for a catalogue entry for non-book material. Each piece contains one aspect of the entry, e.g., imprint, technical description.

The use of the medium in this instance is particularly unusual and this factor did influence its inclusion. More important than this is the fact that the flexibility of the blocks enables the group to discuss problems peculiar to the cataloguing of non-book materials: in so doing references can be made to the thinking behind published cataloguing codes such as LA/NCET.

(b) Worksheets and proforma cataloguing sheets for a selection of audio-visual media. The following media are included: sound cassette, sound disc, slide sets, and poster. The worksheets contain copies of the labels, jackets, inlay cards and notes for the media. A proforma cataloguing sheets together with work examples for a sound disc and a kit are included.

Whilst it is appreciated that ultimately cataloguing should be carried out with real examples, these sheets enable the whole class to work through and discuss the same examples during the initial stages of work with non-book materials.

(c) A set of 15 overhead transparencies, providing examples of catalogue entries for non-book materials using the LA/NCET rules. The following media are included: sound disc, sound cassette, poster, kit, videocassette, cinefilm, filmstrip, slide set, photographs, overhead transparencies, sound tape reels, filmloop.

In addition the entry for a sound disc is also exemplified for AECT and the Canadian Code, so that comparisons can be made.

As the LA/NCET code is lacking in model entries these would seem to be useful It is appreciated that the code is now under revision, and every effort has been made to include the most up to date information in the examples.

6.4 Bibliographical Studies

(a) 21 overhead transparencies of enlarged entries in bibliographic aids for non-book media, e.g., British National Film Catalogue, AVLS catalogue, Gramophone, Audio Visual Directory & Buyers' Guide etc.

In many cases it has been possible to show the layout and order of the entries whilst ensuring that the features within a particular entry are legible.

Again the examples cannot hope to be exhaustive. The criteria for selection was based upon a desire to include examples from aids in common use. For this reason the majority are British Publications and American examples have been included to indicate the gaps in British coverage.

It is hoped that the transparencies will provide the means for instruction in the bibliographic tools available in a less abstract way, if only by providing a common example on which to focus whilst an explanation is being given.

(b) 8 workcards containing 32 reference questions, which require practical use of bibliographic aids. Each of the workcards can be cut up into 4 separate cards. A list of source materials necessary to the exercise is included to enable questions to be omitted in the event of the aids not being readily available. The cards also reduce the likelihood of a number of students needing to use one bibliographic aid at any one time.

It is realised that this method may well be in common use. The material has been included on the grounds that

(i) the questions take a considerable time to prepare and consequently the package may save time and energy

(ii) it is a commonly held viewpoint that practice in bibliographical search is probably the most valuable exercise in order to become acquainted with the aids available.

6.5 Evaluation

(a) 10 overhead transparencies itemising the factors for consideration when evaluating non-book materials. These provide keywords upon which the teacher and students can expand. They are intended to be used in conjunction with examples of the media to which they apply.

(b) Worksheet for use in practical work of this nature.

The terminology used in both the transparencies and the worksheet has been co-ordinated to reduce confusion.

6.6 Media Technology

(a) 12 overhead transparencies of examples of the forms of software, e.g., film gauges, slide formats.

It is hoped that the identification of these formats will enable librarians to translate some of the terminology such as Super 8mm. Whilst it is acknowledged that detailed knowledge of all media is not essential to all library staff, the information contained on these transparencies may help to provide an ability to match software with hardware, i.e., to appreciate the significance of offering a four track tape recorder for a four track tape reel. In addition these examples may help cataloguers to understand the reasons for including such details as film gauges on catalogue cards.

(b) 5 booklets on the operation of the following machines: cassette tape recorder, microform readers, slide projectors, filmstrip projector, tape-slide programme.

These are of general application, any divergence from the practice explained in the main text is described in a postscript.

These booklets seem to combine the virtues of any other material collected on the operation of hardware. The facts are acceptably presented in terms of clarity without excessive detail, and the illustrations are good; the explanations are of general application; finally they can be retained by the learner for constant reference.

(c) Tape-slide demonstration material: Audubon's Birds. This is a short programme of 9 slides and script, which, with the aid of a blank sound cassette, can be assembled and pulsed in front of the group. Whilst including all essential details the demonstration is sufficiently short to enable students to reinforce their learning in a practical session within the lesson.

7 THE PRODUCTION OF PACKAGES

7.1 Content

A great deal of the original material needed modification in order to make it generally applicable, e.g., bibliographical questions were frequently geared to a specific issue of a particular journal because they had been set to be answered on a particular occasion. On a number of occasions the contributor pointed out deficiencies in the examples which they recognised, but had not had time to remedy, e.g., frequently the material had dated - an important consideration. (See Section 7.1.4).

7.2 Copyright

The outline to the scheme provided the following assurance to contributors

> "where permission (for the use of material) is given it will be on the basis that the staff and institution concerned will receive a set of their material after re-presentation and will retain its copyright in the event of its publication".

Every effort has been made to include the name of the copyright holder on the material. However, in some cases this is merely a gesture, e.g., slide set, which may well be used as separate entities rather than as a programme into which credits would be naturally integrated, and a set of workcards where individual copyright notes would seem ridiculous.

The need to re-present some of the material caused some concern.

(a) If it merely involved an upgrading of technical production, e.g., Letraset instead of felt pen, the copyright was straightforward, e.g., Package 1, which only required translation into black and white.

(b) On the other hand, if re-presentation means drastic alteration of the material to the extent that only the idea of presenting the content in a particular format is taken from the contributor, e.g., Package 3c, where the examples are entirely new, this may make for problems.

There is no copyright on ideas, yet the new package might not have been considered had it not been for the original idea, and it was felt that this should be acknowledged.

Thus it would seem that any decision to co-operate in the scheme should be made in the knowledge that, whilst every effort will be made to acknowledge contributions the general desire to pool resources for mutual benefit should be a primary consideration rather than personal gain.

7.3 Technical Production

7.3.1 Graphics

In view of the difficulty and expense of reproducing the packages in colour it has been necessary to make black and white masters for everything except slides.

This has involved a considerable amount of graphics work since line drawings would have proved inadequate, and it was impossible to make copies from the original overhead transparencies.

7.3.2 Photography

It would seem that the only means of producing a satisfactory inter-negative set of slides is to place the original material in the hands of a commercial producer. The process could take up to six weeks - a considerable length of time for contributors to be without their material.

Consequently, for the purpose of the pilot scheme a master set has been produced from the original slides, whilst accepting that these could be technically improved upon had other means been employed.

7.4 Cost

The cost of the final packages has been a major consideration in the choice of material for inclusion. It is felt that a great deal of teaching material, particularly in audio-visual format, is prohibitively expensive, often as a result of attractive, though inessential features. With this in mind the packages have been reproduced with a view to obtaining the highest technical standard by the most economical means.

8 CONCLUSIONS

8.1 The value of the project

8.1.1 Terms of reference

Although there were some fears that a survey of this nature was too specific in its terms of reference, and might foster a rift between book and non-book librarianship, this proved to be incorrect. Every effort was made to meet all those involved in the teaching programmes and as the newer media have presented new problems in most aspects of librarianship the project could be said to have encouraged a uniting rather than a separating effect.

8.1.2 Availability of suitable material

There is undoubtedly material being produced in individual institutions which could be published for mutual benefit. The project is profitable on two counts:

(a) as an insight into the materials and methods in use
(b) by providing those without the necessary production facilities with teaching aids.

8.1.3 Evaluation

Only the results of a follow-up survey can adequately assess the success of the scheme. Theoretically it seems sound providing those who use the material are altogether satisfied in terms of the content and technical quality.

8.2 The material

8.2.1 Material collected

(a) Teaching material on all aspects of librarianship of the newer media has been collected. As a result of the interests of the institutions visited there has been little duplication of material. Thus it has been possible to offer packages in the following areas: information retrieval, storage, bibliography, production of materials, the operation of hardware, evaluation of material, and the staffing structures of resource centres.

(b) Some of the materials are only of use in their parent institutions because they concern one service or course in particular, for example, hardware familiarisation exercises, which relate to particular machines, and overhead transparencies showing service points with audio-visual resources in a particular authority.

8.2.2 The nature of material needed

(a) The majority of librarians were not enthusiastic about published teaching programmes, which were likely to be expensive and from which they might use only a part.

Teaching material is very personal to a particular teacher. As a result a project of this kind is affected in two ways:

(i) the teacher may be loath to part with the material, perhaps because he is embarrassed by the standard of his presentation, or because he regards it as a means to his own advancement. (For the most part those who took part in the scheme were only too willing to share their ideas).

(ii) the material, although it may be excellent both technically and in terms of the ideas expressed, may not necessarily be of use to another teacher because of the nature of the course he is taking, for example, workshop sheets for particular machines, or more especially because of his personality he is unable to tune into another's way of thinking and thus cannot present the material with the necessary conviction. One librarian compared this problem with teaching from someone else's notes.

(b) It is necessary to determine exactly how much a librarian is expected to know about non-book media. For some may become so engrossed in production techniques that they not only disassociate themselves from the library, but may well be undergoing a sense of missed vocation. It is an appreciation of the materials in the library situation which is needed, and by this I would imply a knowledge of when to consult the expert.

8.3 Production of packages

8.3.1 Time limit

Production problems, though considerable are not insurmountable. In this respect the time factor has operated to the benefit of the scheme. In the majority of instances it has proved necessary to refer the drafts of material to the contributor for approval. It may be of significance that those who have made contributions seem to be heavily burdened with commitments already. Consequently there have been hold-ups in production when confirmation of the contributor's approval is awaited. On these occasions it has proved useful to be able to use the time limit as a spur, without which the project could have hung fire.

8.3.2 Production of copies

Given that the work carried out during the pilot scheme has provided a master set of all material necessary for publication, it is questionable whether any long-term production could be assimilated into the timetable of any one Educational Technology Unit. (See Section 7.2 for recommendations on a possible solution to this problem).

It would seem that a central agency is necessary although it provides one institution with a considerable burden. In the event of a commercial agency being asked to undertake publication it would be necessary for those materials available to be vetted centrally if duplication of effort and coverage is to be avoided, i.e., whilst production of copies may well be given to a commercial concern, it will be necessary for one institution, preferably a school of librarianship because of the facilities available, to liaise between the contributors and the publisher.

9 RECOMMENDATIONS

9.1 The packages

9.1.1 Publicity

The packages and the scheme should be publicised as far as possible, e.g., in publications within the field of librarianship and education.

9.1.2 Orders

(a) It will be difficult to send preview copies of the packages. As an alternative it may help to circulate the contents lists of individual packages on request. These have been compiled in considerable detail with this view in mind.

(b) It may be useful to give a closing date for a particular batch of orders as this should facilitate production and may even reduce costs.

9.1.3 Evaluation

A follow-up study on the material should be undertaken after one year. In order that this study can be as comprehensive as possible it would be helpful if copies of orders sent to institutions are retained at CLW.

9.1.4 Revision of contents

It may be feasible to organise an up-dating service for the packages. As they have been designed to be flexible revision need not necessitate complete disruption of the package but may only mean replacing individual transparencies.

Additional examples might also be added from the central agency as opposed to the user.

9.2 Possible alternative co-operative schemes

In the event of this scheme proving effective and insufficient money being available with which to carry out similar surveys in other aspects of librarianship the following alternative measures might be considered:

(a) teaching material might be circulated at meetings, for example, subject groups of ABLISS and at meetings of training officers. This suggestion was made at a recent meeting of Training Officers at Ealing Library School.

Teaching material used in the exploitation of the library service will be demonstrated by delegates at a meeting of COPOL (the polytechnic version of SCONUL) in April.

(b) production of materials might be decentralised in the following way: the production of individual packages could be carried out by the Units making the contribution. This system would still need a central agency or co-ordinator to determine what would be of general use.

This system has, in fact, been implemented in the pilot scheme in the case of Package 6b., which is to be purchased from PETRAS.

APPENDIX I

A list of some teaching materials and methods currently in use

This list contains details of material in use in the library schools and services visited. Items included may well be of interest to individuals rather than of general application. Sources have been included in order to give due acknowledgement of authors and also to enable those interested in doing so to contact them.

As in the case of the list of February 1973, the inclusion of any item does not guarantee that copies of the material will be available from the institution concerned.

The material is listed under the following headings:

A.	Acquisition:	selection, evaluation, bibliographical control
B.	Adaptation:	planning, staffing, storage, exploitation and use
C.	Information retrieval:	classifying, cataloguing, indexing, retrieval systems
D.	Production of materials:	handling software, operation of hardware

Layout of entries

For the sake of brevity the entries appear in note form and follow the following pattern:

a. Title/Identifying Description
b. Technical details/format
c. Summary of contents
d. Notes on use
e. Author

A key to the author code is to be found in Appendix II

*Indicates material which has been included in the packages

A ACQUISITION

A.1 Selection

A.1.1 Hardware

handout
a. Basic Audio Visual Equipment
b. Handout (1xA4)
c. Lists of equipment with estimated prices. Refers to article in Audiovisual Librarian. Vol.3. No.2, Autumn, 1976. p.71-2 Notes from a Carousel. Buyers Guide to suitable library equipment.
d. Handout retained by group whilst the items of machinery are demonstrated before them.
e. CLW/AHT

a. Second Stage Development
b. Handout (1xA4)
c. Lists equipment for production of A/V materials in libraries.
d. Handout retained by group whilst the items of machinery are demonstrated before them.
e. CLW/AHT

A.1.2 Software

non-book material
a. Audio-Visual Selection
b. 4 OHP
c. i. Audio-Visual Selection - general points: subject orientated.
ii. Audio-Visual Selection - general points: imagination and stories.
iii. Audio-selection
iv. Selection and acquisition
Lists criteria for selecting a/v material, e.g., technical quality, suitability of format, suitability to audience.
d. Used with media concerned.
e. LUT/NWB

A.2 Evaluation (Package 5)

non-book material
*a. Audio-Visuals: Evaluation
b. 3 OHT
c. i. Audio
ii. Visuals 1
iii. Visuals 2
Criteria for the evaluation of audio visual material.
d. These are used in conjunction with real examples to evaluate.
e. LUT/NWB

handout

a. Tape-slide presentations: objectives and outline.
b. Handout (6xA4)
c. Evaluation of programmes is one part of this handout. The relevant section deals with the following factors: aims and objectives, target audience, subject content, commentary, visuals, pace and balance, projection details, publication details, support material.
d. Students are required to use the above criteria to evaluate 3 given programmes. For this purpose they make use of the library facilities.
e. LP/DS

*a. Non-book materials evaluation form.
b. Form (1xA4)
c. Provides a checklist for use with examples of material.
d.)
e. LTC/VB

project

a. Evaluation of a project box
see Section A3.

A.3 Bibliographical Control (Package 4)

A.3.1

non-book material

a. Library information - the total package
b. 15 OHT
c.
i. Opening message
ii. Library/Information - definitions
iii. Media or library materials - definitions and examples
iv. Library materials - flowchart of relationships
v. Different format - same information
vi. Microfilm and microfiche - illus.
vii. Microfiche and PCMI
viii. Total information package - contributions from all media
ix. Media technology - definition
x. Pressures for multi-media development
xi. Advantages of multi-media development
d. All material essential in library regardless of form. Each format has a part to play in providing a satisfactory answer to a question.
e. CLW/AHT

*a. Media Bibliography
b. 16 OHT
c.
i. Media trade structure and work patterns - selection and purchase.
ii. Current bibliography U.K.: general sources
iii. Current bibliography U.K.: Whitaker's services
iv. Enlargements of entries and covers for the following bibliographic aids: B.N.B., Bookseller, AVLS catalogue, British Catalogue of

Music, BNFC, Serials in Microform, Gramophone (Classical and Popular).

d. In indicating coverage of an area illustrations of entries enable the whole group to have the same image in front of them instead of having to conjure an idea from the details given.

e. CLW/AHT

a. Bibliographic/commercial sources on the theme of war.
b. 1 col. slide
c. E.P. Catalogue and Sussex Tapes
d. In helping teachers to collect material for displays, projects and as a contribution to the school resource centre.
e. WCL/VF

handout

a. Bibliographies/Educational Technology Books/Audio-Visual Materials: a select list of materials for Higher and Further Education.
b. Handout (9xA4)
c. The list was drawn up with student teachers' needs in mind. It is not annotated, but provides a useful checklist for both librarians and teachers.
d.)
e. NP/JS

a. Africa/America/Animals/Health Education/Towns and Cities: a select list of materials for primary and secondary schools.
b. Handout (12xA4)
c.) As above
d.)
e. NP/JS

a. Health Education: a select list of non-book materials available from this library.
b. Handout (13xA4)
c. Lists material in alphabetical and classified sequences.
d.
e. NP/JS

a. Resources List: Health and Safety
b. Handout (3xA4)
c. An annotated list of services offered by local agencies, e.g., National Society for Mentally Handicapped Children, Northern Region, Name of contact. Tel. No.
Details: can supply posters, leaflets, films and speakers.
d. The list is primarily intended for student teachers, who may require support from such organisations during their teaching programmes. However, they may also be of use to librarians serving educational communities.
e. NP/JS

project

a. Materiography
b. Project
c. Students are required to compile a materiography on a particular topic. A maximum of 10 entries for any one medium.
d.
e. LTC/VB

a. Dossier on bibliographical control
b. Project
c. As an alternative to the above assignment students were required to produce a dossier on bibliographic control within a given medium. They were required to keep their information up-to-date during the course.
d.
e. LTC/VB

a. Evaluation of project box
b. Project
c.) Students are supplied with a project box containing
d.) nbm and books on a given theme, e.g., Rivers.
Tasks:
i. Critical evaluation of the contents of the box.
ii. Find an additional item for inclusion.
iii. Written review of pack as a whole.
iv. Evaluation of bibliographical sources in subject area.

*a. Bibliographical Questionnaire
b. Handout (1xA4)
c. Questions which require the use of bibliographical aids for non-book materials.
d. After students have a knowledge of the type of bibliographical aids available to them.
e. CLM/LM

*a. Bibliographical Questionnaire
b. Handout (1xA4)
c. 14 questions, requiring the students to make use of bibliographical sources for non-book materials, e.g., Film catalogues, commercial catalogues.
Includes both software and hardware.
d. The questions are used after the bibliographical aids have been explained to the students.
e. NP/IB

B ADAPTATION

non-book material

a. School library resources: non-book materials
b. OHP
c. The factors which have contributed to the demand for media other than print-on-paper in school library resource centres e.g., Package 1. Factors producing demand for multi-media resources. Demand; Instructions for learning; How? Why? Means; Cost; More materials and many formats; Union Catalogue; Teachers classroom etc.; Acquisition policy; Purchasing etc.; Stock editing; School library functions.
d.
e. NP/WS

project

a. Dossier on one aspect of nbm librarianship.
b. Project
c. Students required to compile and keep up to date during course a dossier on one area of nbm, e.g.,
   i. Development of resources in a library service, e.g., Wiltshire.
   ii. Storage problems
   iii. Bibliographical control
   iv. Exploitation-reader education/exhibitions. + rationale.
d.
e. LTC/VB

B.1 Planning

non-book materials

a. Carrels
b. Tape-slide programme: 29 slides: col.; 5x5cm. 1 audio cassette pulsed by Philips system. Petras Production, 1973.
c.
   i. Educational reasons for carrels, i.e., individualised learning.
   ii. Dial access retrieval - advantages and reasons for lack of use in this country.
   iii. Workshop situation - practical work. Student instructed from tape whilst working out problem.
   iv. Carrel with various types of hardware - pressure on space for working.
d. Of use in planning resource centres and explaining educational reasons for this development.
e. NP/WS

a. Resource centres: outline plans
b. 4 OHT: col.
c. i. Codsall Comprehensive School, Staffs. Resource Centre.
ii. Dodecagon complex; a resource centre in the centre of a classroom complex.
iii. L shaped resource centre
iv. Manor High School, Oadby, Leicestershire - Resource Centre.
For the most part only essential elements are marked on the outlines.
d. If it was necessary to write onto the plans during a discussion the outlines could be projected onto a white board for this purpose.
e. LUT/NWB

a. School Library Premises: planning
b. Perspex blocks
c. A set of perspex blocks overprinted with captions.
d. To be used with the overhead projector in order to demonstrate the variety of layouts for the school library.
e. NP/WS

B.2 Staffing (Package 1)

*a. Staffing of resource centres
b. 8 OHT: col.
c. Illustrates alternative staff structures in resource centres.
d. A basis for discussion of the pros and cons of certain staffing structures; they would raise general questions, e.g., who should be given overall responsibility for the resource centre?
e. BC/RN

a. Duties of library assistants
b. 1 OHT
c. An itemised list of the types of duties which a library assistant might be expected to carry out.
d. Job description and management of resource centres.
e. LUT/NWB

B.3 Storage (Package 2)

*a. Storage of non-book media
b. 26 slides: col; 5x5cm.
c. Contains examples of commercial and home-made storage methods for a variety of media, e.g., slides, film-strips, realia, dioramas, photographs, audiorecords etc.
d. Useful in conjunction with price lists and in considering the accommodation of media in relation to space and convenience.
e. WCL/VF

*a. Storage of non-book media
b. 22 slides: col; 5x5cm.
c. Examples of storage of following media are included: microforms, slides, audiorecords, films, audio-cassettes, etc.
d. Useful in comparing prices with the space and accessibility.
e. CLM/AHT

handout

a. Storage of media software
b. Handout (1xA4)
c. i. Main enemies
ii. General and archival storage
iii. Individual media, e.g., audiocassettes, film reels (8,16,35mm), audiotapes, videotapes, videocassettes.
d. Used with media during demonstration
e. CLM/AHT

B.4 Exploitation

B.4.1 Material from Library Schools

non-book material

a. Visual aspects of public relations
b. Tape-slide programme: 79 slides: col. and b&w.; 5x5cm. 1 audio cassette. 15 min.: mon.; automatic slide change. Philips 2209 or Philips Tandberg + Notes (2p).
c. Examines public relations aspect of libraries, and in particular the visual image of the library, e.g., internal guiding, external advertising, notices, facilities etc.
d. Useful for discussion in schools of librarianship and in-service training. (Handout to go with the programme).
e. CLM/AHT

a. Audio Visuals in Libraries
b. 23 slides: col.; 5x5cm.
c. Libraries - United States and Canada. Illustrations of story hours, pupils using the IMC, IMC layout and storage facilities, display in IMC, groups using an instructional bay, video tape and monitor in use.
d. Enables students to see the possibilities of the resource centre's role in the learning process.
e. CLM/AHT

a. Services available to teachers and students
b. 1 OHT + 2 overlays: col.
c. Shows the interrelationship of services to teachers and students by the resource centre.
d. Particularly relevant in discussing the educational aspects of the resource centre.
e. LUT/NWB

a. Library Information Materials: an introduction
b. Tape-slide programme: 80 slides: col; 5x5cm.
1 sound tape reel: 3¾ ips.;
Philips Synchronizer.
c. Objectives:
i. To illustrate the variety of media available
ii. To emphasize that the new media do not make any new major problems.
Slides include: microfilm, information files, maps, photographs, illustrations, audiodisc, audio-tape, audio-cassette, OHP, slides, filmstrips, cinefilm, filmloop, videotape, video-cassette, posters, kits, AVLS kits on shelves.
d. To emphasize the need to integrate the newer media as complementary sources of information.
e. CLM/AHT

a. Advantages and Disadvantages of the Overhead Projector
b. 9 OHT: col.
c. Cartoons on the application of the overhead projector. The OHP is depicted as a woman in some of the examples, e.g.,
i. No blackout required: 'OHP' sunning itself.
ii. Students can take notes: 'OHP' lounging on couch whilst student takes notes.
iii. Prepare in advance: 'OHP' sitting at dressing table applying make up.
d.
e. LP/DS - material produced by ex-student.

a. Programmed learning
b. 1 OHT: b&w
c. Programmed learning: format and usage.
d.
e. LUT/NWB

a. Computers in Libraries: Bath University Library.
b. Videotape (Sony LV6OF) 13 mins.: b&w
c. An examination of the use of computers at Bath University Library.
i. COM catalogues on microfiche - basic explanation.
ii. Computer charging
iii. In depth explanation of system.
d. Of use to students and library staff as an introduction.
e. CLM/LT

a. Dialog with ERIC
b. Videotape (Sony V6OH) 21 mins.: b&w
c. Comparison of an on-line with a print-based literature search, with the emphasis on the former.
d. A clear explanation for laymen.
e. CLM/LT

handout

a. Selecting the Right Materials
b. 1 wallchart/handout: col.; 40x29cm.
c. Flowchart on choosing the appropriate medium for instruction.
d. Format small enough to be included in an A4 folder when folded in half, thus facilitating reference.
e. NP/Petras

a. Audio Visual Materials in Library Management: case studies for discussion.
b. Worksheet (2xA4)
c.) 4 case studies, which involve the students in selecting
d.) the appropriate a/v material for the task in hand, e.g., How to explain the operation of a computer system to staff in preparation for the installation of a computer in the service. In each case study the audience is specified.

This is an exercise, which involves students in deciding about educational objectives. In addition they are able to make use of the knowledge acquired on audio visual material during a course. The application is made as realistic as possible by using the type of training situation which might well be encountered.

(Following a discussion of this kind the students may well profit from evaluating a programme devised by a library, e.g., Coventry see B.4.2).

e. LP/DS

a. Programmed Learning: objectives and outline
b. Handout (6xA4)
c. Objectives:
   i. Types of format
   ii. Discuss possible applications
   iii. Evaluate commercial programmes
   iv. Produce a short programme
d. Students are asked to assume a course of library instruction throughout the unit.
e. LP/DS

project

a. Library services in a locality
b. Project
c. Students required to produce a report + a/v material on an aspect of library services within the area, i.e., Newcastle.
e.g., Examination of the library facilities for Young People.
Methods employed:
   a. interviews with school librarians, teachers, children's librarians, and pupils - recorded onto tape.
   b. Work in progress in these areas - photographs.
   c. Write a report and give a seminar which may well include a/v presentation.

d. All material produced is housed with commercially produced software to provide a growing bank of resources for use with future students.
e. MP/ES

a. Dossier on exploitation of nbm in library service.
b. Project
c. Students required to keep an up to date dossier on the exploitation of nbm within the library service, i.e., they would collect the type of examples to be found in Section B.4.2. These may include display work, materials used in in-service training, and in user education.
d. The material collected will be of use to the students during their work and to staff in providing a current awareness service.
e. LTC/VB

B.4.2 Audio-visual materials used in libraries for the purpose of in-service training and user education

in-service training material

a. Libraries Information and Archives Divisions
b. Tape-slide programme: 36 slides with written commentary and/or tape cassette - c. 12 min. pulsed at 1000Hz.
c. Describes the various divisions and their services. Includes a/v in-service points. (This is chiefly audiorecords and sound cassettes at present, but an art prints loan scheme is contemplated).
d. Useful as an example of material produced by a library service even though the content will be of restricted interest.
e. CLIS/BG

a. Libraries Arts and Museums Departments
b. Tape-slide programme: 36 slides with written commentary and/or tape cassette - c. 12 min. pulsed at 1000Hz.
c. Describes the management structure of the department and the work of the various divisions.
d. Has a wider application then the example above in providing other council employees with an insight of the work of other departments.

The library makes use of the council's training programme whenever it is applicable, e.g., personnel management.
e. CLIS/BG

a. The work of the Librarian
b. Tape-slide programme: 36 slides with written and/or tape cassette - c. 12 min. pulsed at 1000Hz.
c. Part I. Describes the work of the professional librarian.
Part II. Describes the work of the library assistant.
d. Trainees and new entrants
Careers conventions
A library version of the graphic artist's programme see Section 2.1 1 i.e., in appraising those who need to work together with the services which can be provided.
e. CLIS/BG

non-book material

a. Coventry: an introduction to the City and its history
b. Tape;slide programme: 36 slides with written and/or tape cassette - c. 12 min. pulsed at 1000Hz.
c. Gives an overview of the city, its history and development and the nature of the community today.
d. New staff, placements, visitors to give an idea of the conurbation served.

Wider application - council training scheme, visitors. Provides background information in an acceptable way, thus saving repetition, and ensuring that all facts are given on each occasion.
e. CLIS/BG

a. Computer charging
b. 2 Tape-slide programmes: each programme = 36 slides + tape (15 minutes)
c. Designed to introduce staff to the new computer issues system and catalogue.
d. Although illustrations will relate to a particular library the material may be of general interest.
e. CLIS/BG

a. General Introduction to the Wiltshire Library and Museum Service.
b. 72 slides + outline script (3p), compiled November 1976.
c. Covers the following aspects of the service:
i. Project service to schools
ii. Material on mobiles available for children.
iii. Other services in HQ, e.g., museum, drama library, music library.
iv. Displays in schools - links between schools and local libraries.

d. To give an introduction to the service to schools, colleges, pre-school playgroups and to children throughout Wiltshire.

There is no tape commentary as the librarian prefers to speak to the group whenever possible and is also able to adjust the number of slides according to

a) Type of audience
b) Length of time available

e. WCL.VF

*a. Trowbridge Resource Centre
b. 29 slides: col.; 5x5cm.
c. Illustrate the variety of media held by the resource centre and the storage and issue containers used. e.g., kits, files, tape-reels, realia, supermarket trolley (an alternative to the book trolley for non-book media), subject collection for loan to schools, multi-media shelving approach, 3-D resources - model of canal barge, model of SS Great Britain etc.
d. Some of these items may well be employed in the programme above depending on the nature of the audience.
e. WCL/VF

a. Salisbury Resource Centre
b. 10 slides: col.; 5x5cm. produced January 1976.
c. Various views of the new resource centre with examples of display work using realia, books and other materials from the RC.
d. Particularly for the illustration of display work using all media.
e. WCL/VF

a. Swindon Resource Centre
b. 14 slides: col.; 5x5cm.
c. Illustrations include: display with flags, display on the role of woman, a display under construction, unpacking a display.
d. Of use in illustrating the type of media which can be incorporated into a display. Useful to teachers, school librarians, students.
e. WCL/VF

a. Chilton Foliat School: display
b. 10 slides: col.; 5x5cm.
c. Work carried out by pupils at Chilton Foliat School September 1975. The work is chiefly collage and paper sculpture.
d. Of particular interest to those involved with children's work.
e. WCL/VF

a. MRC: ILEA services
b. 2 OHT each with 4 overlays: col.
c. i. overlays in colour indicate the mergers which have already or might take place in the service.
ii. Indicates the services available to teachers in ILEA.
d. i. With new staff and visitors to provide a clear picture of the scope of the service.
ii. With teachers who are to make use of the service.

Although the information in these transparencies is peculiar to ILEA the principle can be used elsewhere.
e. MRC/MS

a. Use of A/V material in the library service
b. 2 OHT each with overlays: col.
c. i. Illustrates links in A/V service points, e.g. not all branches hold slide projectors.
ii. Camden - authority outline
a) Lines of communication
b) Location of branches
c) Names of branches
d) Specific provisions in branches
d. Used in introductory in-service training sessions with new staff.

Although the information is peculiar to one authority the idea can be used elsewhere.
e. C/JM

a. Wiltshire Library and Museum Service
b. Tape-slide programme - in preparation
c. Illustrates the work of the county library and museum service.
d. Originally designed as an alternative to a written report for presentation to the library committee.
e. WCL/EK

a. Library expeditions
b. Library expeditions for children in their final year at junior school, 1976-77, at Chippenham Library. 4x75 min. programmes for groups of school children.
c. Programme I. The Library Map
a) tape/slide introduction
b) conducted tour
c) map to colour as you go around

II. York: project on a city
'Fascinating look at many aspects of this interesting city, using books, tapes, slides, posters and photographs'.
(previous year Battle of Sedgemoor was chosen and the slides were taken at a reconstruction of the battle by the Sealed Knot).

III. Reading for Pleasure
'Posters, talks and taped readings are used to introduce a wide range of books for children'.

IV. The Countryside
'A nature programme including the film "Summertime Meadow" (about plants and animals) and supported by books, posters and butterflies with emphasis upon looking after the countryside'.

d. These programmes are offered on a succession of dates throughout the academic year.

Teachers are required to book dates with a member of the library staff.

Programme II is designed to illustrate an example of the possibilities of project work to teachers and, in addition, to indicate the type of resources available from the library.

e. WCL/JG

a. Subject request interview at Chippenham Library
b. 1 standard sound cassette. 29 min.
c. Case study subject based enquiry on Colditz - material required for a school project. The user, a teacher, is not forthcoming about the real nature of the work to be carried out.

2 interviews showing the right and wrong way to deal with the enquiry.

d. Used in in-service training
e. WCL/IS

a. Public Relations
b. 4 case studies on videotape, produced on a Sony U matic
c. 4 case studies

i. The Lollipop Man: a short sketch, illustrating the way in which a well-meaning local Lollipop man demonstrates his ignorance about the amount of work the librarian has to do and wastes her time with pleasantries.

ii. The Fairy Gannet: illustrates how a lack of communication between librarian and client results in a bad impression of the service and wastes the user's time.

iii. The Irate Borrower: Borrower complains about being sent an overdue and final letter for a book he claims not to have borrowed. Librarian fails to placate him and her seeming indifference causes him to storm out of the library threatening to contact the Chairman of the Library Committee about the matter.

iv. Violent Man: Librarian attempts to prevent a man whom she has seen trying to steal material from the library from leaving - he draws a knife on her.

(This sketch was set-up as a result of a similar incident in the library service, when a member of staff had been attacked. Whilst it might seem over dramatic it is a means of discussing what measures might be taken when a member of staff is faced with vandalism of any kind).

All the above sketches last about 10 min. each.

d. After viewing each one of the trainees are asked to answer the following questions on a sheet provided.
   a) Image created by the Library Assistant?
   b) What went wrong with the communications, if anything?
   c) How should the situation have been dealt with?
   d) Any other comments?

   A general discussion of responses follows and the trainees are encouraged to believe that their are no right and wrong answers to the problems.

   All programmes were produced in a branch library during closing hours. The characters were played by library staff and the Public Relations Officer for Humberside Leisure Services. No scripts were provided but an outline of the type of situation to be depicted was described beforehand. This made for a less stilted performance than might have been expected from a programme of this kind.

   The sketches are convincing and certainly spell out their messages for public relations.

e. HLS/CB

a. Library Instruction: Learning Materials for Engineers

b. The Teaching Packages. These are issued in the following modules:-

Set 1. Literature sources for electrical engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 2. Literature searching for electrical engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 3. Literature sources for mechanical engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 4. Literature searching for design engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 5. Literature sources for production engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 6. Literature searching for production engineers. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 7. Keeping up to date. Tape/slide - cassette tape; slides in 2"x2" mounts.

Set 8. Teaching notes, overhead transparency masters for 1-7 above.

c. Packages developed at the polytechnic over the last two years as part of the library's information activities for engineering departments. Not originally designed for use outside the institution but released for general use as a result of interest shown by others.

Basic philosophy and prime element - practical work by students and library staff.

Pre-programme knowledge for participants should be:

i. A knowledge of the library's layout
ii. A knowledge of the library's catalogues - author and subject.

The packages are designed for use with students who are able to apply the information given immediately by the use of a practical project related to current academic studies.

i. Orientation - create an environment in which students are ready to learn
ii. Structure of Literature
iii. How to search for material
iv. Make notes of references
v. Look for bibliographies and review articles
vi. Obtain references and assess their use
vii. Consult specialists

The case studies used are examples from literature search requests received over the last two years.

d. Advantages:
Tried and tested and modified in the light of experience Librarian has little time to prepare such work thus he is able to agree to take a class at short notice as the material is quickly and easily assembled.

Librarian may have difficulty with subject knowledge in engineering.

An extended outline of the philosophy behind the packages is included in the package to enable the user to 'tune in'.

e. TP/RA

a. Library Resource Centres
b. 11 OHT
c. Illustrates: activities of a library resource centre, curriculum development, curriculum planning, day-to-day organisation of a resource centre, the five resource centre skills, LRC: centralised model, library resource centre services, resource centre: definition, the role of the library resource centre, skills, what is a resource?
d. In a joint degree course with librarianship and education.
e. LUT/NWB

handout

a. School librarianship and management of learning resources: comparison of standards.
b. Handout (5xA4) in table form, 1975
c. Includes the following standards: L.A., A.L.A., Canadian Library Association, Australian Commonwealth Secondary School Committee.
Compares the following items: Staff, stock, books, magazines, newspapers, pamphlets, A.V.; filmstrips, films, tape and disc recordings, slides, graphic materials, transparencies, globes (maps), microforms, accommodation.
d. Resource Centres: management - option.
e. CLW/MC

visits

a. Visits to local resource centres
b.
c. Every student on the joint education and librarianship degree spends at least one week, generally two, on observation in school and college libraries.

During the first year each student spends 1/2 day visit per week in a resource centre on placement and ½ day every two weeks in their second year.

d. i. the students have the opportunity to relate the knowledge acquired in lessons to a particular situation
ii. their knowledge is in depth in view of the length of the period of observation

iii. they develop an appreciation of educational requirements
iv. they often present their projects in a/v format and the final product is added to a resource bank in the department.

e. NP/ES

a. Visits to resource centres
b.
c. Visits arranged early in the programme to enable students to have a picture in their minds against which to relate terminology and additional concepts.
d. (Would tape-slide and video programmes compensate to a certain extent for the financial and disruptive problems of arranging visits?)
e. LTC/VB

Resource Centres

short courses

a. The School Library Resource Centre: a one day course at Salisbury Resource Centre.
b.
c. i. A new resource centre: illustrated with slides
ii. Display work followed by a practical session in working groups.
iii. Tour of library
iv. Open forum
d. For in-service training
e. WCL/EK

a. Resource Centres: management
b. Courses for teachers, who will be teaching in colleges of education and Resource Directors - concentrating on the organisation and management of resources.

This course will be designed to fit into the existing course programmes as follows:

New Course	Existing Courses
10 students to examine and report on 5 resource centres. In doing so they will make use of the resources on the right in order to produce illustrated reports. These will provide the group as a whole with strategies from which to evolve satisfactory methods of running resource centres in their own countries.	C.C.T.V. Script writers Photography & Graphics etc.

B RETRIEVAL

C.1 Classification

a. Classifying media
b. 1 OHT: b&w
c. Illustrates topics covered by media, which may cause problems for the classifier using DDC.
d. Part of a series of OHTs on the cataloguing and classification of non-book media.
e. MRC/MS

C.2 Cataloguing

non-book material

a. Authorship
b. 1 sound tape reel: 7½ips; 7 in. + worksheet (1p)
c. Student listens to tape and answers questions on worksheet.

The tape emphasizes the problems which arise when authorship of nbm has to be decided.
d. After an introductory lecture on the topic for use by individual students.
e. NP/IB

*a. Cataloguing of NBM
b. Teaching kit: 12 perspex blocks inlaid with Letraset for use with the overhead projector.
c. Blocks are shuffled on the projector in order to decide upon a suitable layout for nbm catalogue entries. Each block contains an item of the entry, e.g., technical description.
d.
e. NP/IB

*a. Cataloguing and classification for non-book materials.
b. 12 worksheets (A4): b&w + 2 worked examples and a proforma sheet.
c. Facsimile 'title pages' for a poster, audiorecords, slide sets, audiocassettes.

The worksheets are copies of the cassette inlay cards and record labels and covers.
The proforma is based on the LA/NCET cataloguing rules.
d. Classroom work for a whole class or additional practice for an individual.
e. NP/IB

a. Cataloguing of a/v materials
b. 10 OHT: b&w
c. i. Cataloguer's worksheet
a topic list of use to teachers and librarians when indexing a new item or drawing up a thesaurus.

ii. Cataloguing: a filmstrip + notes
   a. subject entry
   b. see also reference
   c. Unit entry
   d. Alphabetical subject index entry

iii. Cataloguing a/v material
   a. subject entry
   b. Unit entry

iv. Physical Form Designator and Technical Specification

Elements included in specifying a/v material in cataloguing: system statement, extent, enrichment.

v. Standard Item Description
S.I.D. items listed.

d.

e. LUT/NWB

a. Cataloguing and classifying non-book materials
b. 4 OHT: col. & b&w
c. i. Cataloguing and classification-definitions
ii. Colour coding? - reasons against.
iii. Integrated catalogue-lists components of a classified catalogue.
iv. Questions answered by the catalogue - dictionary and classified.
d. Material used with following OHTs.
e. MRC/MS

a. Towards a Standard Media Description
b. 10 OHT: col. b&w
c. i. What to leave out
ii. Collation cataloguing
iii. Extent together
iv. With system: cataloguing
v. Cataloguing formula (LA/NCET)
vi. Portfolio: cataloguing
vii. Cinefilm: cataloguing
viii. Element of extent: cataloguing
ix. Cataloguing: sound tape reel + slide set
x. Study Unit: cataloguing
d.
e. MRC/MS

a. Music: cataloguing
b. 9 OHT
c. Book, sound disc and sound tape cassette, score, miniature score, sound tape & sound disc, miniature score, vocal score, score, sheet music.
d.
e. MRC/MS

a. Cataloguing of nbm
b. 4 slides: col. 5x5cm.
c. Part of set on Trowbridge Resource Centre
   i. Illustration + catalogue entry
   ii. Carrier + catalogue entry
   iii. Colour supplement + catalogue entry
   iv. Catalogue entry
d. In-service training - house style
e. WCL/VF

a. Cataloguing of nbm
b. Programmed text
c. A programmed text on the use of AACR

   Only one chapter for books has so far been produced. Eventually intend to cover all media.
d. A fool proof learning aid. Student can work out appropriate course of action from text and is then referred to the relevant section of AACR.
e. LP/DS

handout

a. Cataloguing Non-book Materials
b. Handout (9xA4)
c. Definitions, thesaurus, bibliography.

   Provides overview of situation. Includes details of the cataloguing codes available in this area and the problems posed by the media involved. Details of catalogues, e.g., HELPIS are included and the reader is reminded that this may be used as a substitute code of practice for the layout of catalogue entries.
d.
e. NP/IB

C.3 Indexing

non-book material

a. Indexing
b. 2 OHT: b&w
c. A comparison of the merits and non-merits of various indexing schemes.
d.
e. LUT/NWB

a. OCCI - disadvantages
b. 5 OHT: b&w
c. Examples of the working of OCCI for use in stressing the disadvantages of the system for nbm.
   i. Whole OCCI card + egs. of adjacent cards.
   ii. Close-up of POVERTY entry
   iii. Card emerging from tray
   iv. OCCI card with light/needle through entries, e.g., POVERTY/CRIME/1800-1899.
   v. Reasons for not using OCCI listed.

d. This is a difficult concept to explain and illustrations must simplify the issue.
e. MRC/MS

D.1 Production of materials

non-book material

a. Tape-slide programme production
b. Tape-slide programme: slide set: col. + sound cassette (Pulse)
c. i. How to create a tape-slide programme - criteria established on a flowchart
ii. Uses of tape-slide programme
d. Intended as an introduction followed by a particular session.
e. LP/ETU

a. Creating a tape-slide programme
b. Tape-slide programme
c. i. How to make a programme: script, photography, commentary, pulsing, trial on users.
ii. Article on production
iii. Advisory bodies: e.g., CLW, SCONUL, CET and courses.
d. Good use of visuals and improvised lettering. This is the work of a former student. Intended to be an introduction to the medium. Items ii and iii are an added and unexpected bonus.
e. LUT/AI

*a. Demonstration Tape-Slide Programme: Audubon's Birds
b. 9 slides: col. + script (lp)
c. Set of slides to produce a mini-programme: title, subtitle + 4 subject slides.

Script contains details for cueing for audible signal change and automatic pulsing.
d. The fundamental elements of presenting a tape-slide programme can be demonstrated before the class in approximately 10 minutes using this programme. Any selection of subject slides could be used for the same purpose but the script would obviously need revising.
e. CLW/AHT

a. Tape-slide Programme - production
b. 4 OHT
c. i. Tape-slide programme - definition
ii. Pulsing a tape for synchronisation sequence
iii. Tape with commentary on track one with pulses on separate track.
iv. Tape-slide programme production - flowchart
d. With production notes before the group begin practical work.
e. CLW/AHT

a. Methods of Presentation of Information
b. 1 OHT + 2 overlays: b&w
c. An algorithmic representation of the various aural and visual media available. These are divided into static and dynamic media and finally into media formats.
d. Introductory session on media
e. MRC/MS

a. Materials needing equipment
b. 1 OHT: b&w
c. Lists media and corresponding software
d. Introductory lecture
e. MRC/MS

a. Materials not needing equipment
b. 1 OHT: b&w
c.
d. Introductory lecture
e. MRC/MS

a. Audio-visual aids - projected and non-projected
b. 8 OHT: col.
c. a/v aids divided into the following groups: non-projected aids, projected aids, sound television, games/ multi media kits/programmed instruction problems, e.g., bibliographical control.
d. Introductory lecture
e. LP/DS

a. The overhead transparency and its production by various methods
b. 13 OHT
c. Illustrations include: revelation technique, letter press, OHT on film base, OHT + Xerox 4000, commercial transparencies, film negative on OHT.
d. Use of the OHP
e. CLW/AHT

handout

a. Tape-slide presentations: objectives and outline
b. Handout
c.
i. Objectives
ii. Outline to unit
iii. Demonstrations of equipment as required by individual students, e.g., camera work (use of copy-stand), graphics, recording and pulsing of commentary.
iv. Production of programme: stresses, aims and objectives, checklist of production procedures, evaluation of programme.
v. Test paper, e.g., 'Explain why a tape slide programme can be more easily up-dated than a film'.
d. A unit of work within a course on audio-visuals.
e. LP/DS

a. Synchronised tape-slide programmes: production notes College of Librarianship Wales - 2nd ed.
b. Booklet (p)
c. Definition, benefits of medium, production equipment required, form of presentation, commentary-production and synchronisation, selection of a presentation machine.
d. Can be retained for reference
e. CLW/AHT

D.2 Using Software

non-book material

a. Software
b. 21 OHT
c. Includes: audio tape tracks, sound cassette tracks, film sound tracks, filmstrips and slide mounts, film types, magnetic tape illustrates make-up of C60, C90 and C120.
d. An aid to understanding the mediums and how they are used with hardware.
e. CLW/AHT

a. 16mm Film Library - Wiltshire Library and Museum Service for Young People
b. 8 slides: col. 5x5cm.
c. Illustrates film librarian at work: editing film which has been damaged, threading projector in preparation for a preview, using film catalogue.
d. An example of audio-visual media in use in a library
e. WCL/VF

a. Audio-tape reel
b. 4 slides: col. 5x5cm.
c. i. Scotch tape in box
ii. Tape reel and leader
iii. Leader tapes - function
iv. Illustrations of leader tapes on spool
d. Whilst the ideal situation provides the learner with an opportunity to apply leader tapes in a workshop, this material is useful in an introductory session to establish terminology.
e. CLW/AHT

handout

a. Audio Visual Materials: Mnemonics
b. Leaflet (1 folded A4 sheet)
c. Advice on the care of audio-visual material e.g., filmstrips, illustrations, project kits, slides, framed prints, gramophone records, video-cassettes (U-matic), videotape.
d. Used as a mnemonic device during workshop session in a weekend course on a/v equipment.
e. HLS/CB

a. Record care
b. Leaflet (1 folded A4 sheet)
c. Inside illustrates examples of record friends and enemies, e.g.,

Handle only by the edges
(illustration of a record)

NEVER leave a record lying around out of its protective sleeve

Finger marks
(Illustration of a finger print)

Care of audio equipment on outer side of leaflet.
d. This is a leaflet which can be used with staff and members of the public.
e. MCL/DW

a. Cassette care
b. Leaflet (1 folded A4 sheet)
c. 'The following simple advice will ensure the maximum quality output from your cassette player and the maximum playing life from cassettes'.
e.g., 'DO NOT - keep cassettes near to any source of heat, in direct sunlight or near to any potentially magnetic source. Keep as dust free as possible and always return to the cassette case after use'.
d. Essentially intended for members of the public.
e. MCL/DW

D.3 Operation of hardware

non-book material

a. How to operate the 16mm. projector, the automatic 8mm. projector and the autoload filmstrip projector.
b. 1 videocassette (Philips). 30 min.: b&w
c. Demonstrations of the operation of the equipment above. Each programme is c.10 minutes long.
d. Overcomes problem of a group of students being able to see the same demonstration in progress at any one time.
e. CLW/TE

a. Audio systems and playback
b. 7 slides: col. 5x5cm.
c. i. AKAI tuner-amplifier
ii. Speakers
iii. Cassette player and headphones
iv. Cassette player attached to headphones
v. Diagramatic representation of learning laboratory
vi. Earphones
vii. Number of earphones attached to a cassette
d. Useful illustrations in situations where it is not possible for students to see the real material, either as a result of room allocation or the size of the group.
e. CLW/AHT

a. Audio tape recorders - cassette
b. 18 slides: col. 5x5cm.
c. egs:
   i. sound tape cassette
   ii. cassette recorder + earphones in booth
   iii. cassette recorder + mains
   iv. cassette recorder + microphone
   v. cassette recorder + battery
   vi. cassette recorder in carrying case
   vii. cassette recorder (BASF) + microphone
   viii. cassette recorder (BASF)
   ix. cassette recorder (BASF) controls enlarged
   x. (BASF) radio recorder, etc.
d. as above d.
e. CLW/AHT

a. Audio tape recorders - open reel
b. 17 slides: col. 5x5cm.
c. e.g.
   i. diagram of principle of reel to reel
   ii. diagram of sound output
   iii. leader tape
   xiii.) threading tape
   xvi.)
d. as d. above
e. CLW/AHT

a. Audio-turntables
b. 2 slides: col. 5x5cm.
c. i. deck
   ii. pick-up head in detail
d. as d. above
e. CLW/AHT

a. A/V projectors - OHP
b. 7 slides: col. 5x5cm.
c. i. OHP
   ii. controls
   iii. aligning image on screen
   iv. " " " "
   v. Flipatran OHPs
   vi. " " use on the machine
   vii. " " " " " "
d. as d. above
e. CLW/AHT

a. A/V projectors - film
b. slides: col. 5x5cm.
c. 8, 16mm. film open reel
   i. threading mechanism
   iv. changing projectors - continuity
   v. control dials
d. as d. above
e. CLW/AHT

a. A/V projectors - film
b. 6 slides: col. 5x5cm.
c. Loop and cartridge
   e.g.
   ii. inserting film-loop cartridge
   iii.)
   iv.)
   v.) the monitor and controls
   vi.)
d. as d. above
e. CLM/AHT

a. A/V projectors - filmstrip
b. 10 slides: col. 5x5cm.
c. e.g. v.-x. how to operate an automatic filmstrip projector
d. as d. above
e. CLM/AHT

a. A/V screens, carrels
b. 6 slides: col. 5x5cm.
c. e.g.,
   i. Daylight box screen
   ii. upright screen - in use
   iii. upright screen - in carrying case
d. A substitute for the real items
e. CLM/AHT

a. A/V video
b. 10 slides: col. 5x5cm.
c. e.g.,
   i. students using video cassette machines and monitors
   x. three aspects of CCTV studio
d. as d. above
e. CLM/AHT

a. Hardware
b. 21 OHT
c. e.g.,
   i. film projection - diagram
   ii. induction loop system
   iv. video tape head
   xi. carousel-remote control-diagram
   xvi. mono, stereo, quad sound
   xxi. keystone effect
d. as d. above
e. CLM/AHT

D.4 Material used in workshop exercises

workshop exercises

a. Equipment familiarisation exercises
b. Worksheets - (10xA4)
c. i. Refer student to item of software and ask questions, which involve extracting information from the source, e.g.,

"4. Filmstrip viewer
Find the following film-strip:-

National Film Board of Canada
The 16mm film projector. Part one. Filmstrip no.42

1. Name the two sections into which this film-strip is divided.
2. What is the function of the projection lens?

Switch off the equipment
Return the software to the shelves"

d. Provide a situation where software and hardware are used to some purpose, i.e., to discover a piece of information.
e. LP/DS

a. Guide to audio-visual and microform hardware
b. Handout (9xA4); diagrams
c. Provides illustrations and instructions for use of the following machines: DASA microfiche reader, GENEVA microfiche reader, Recordak microcard reader, Ultrafiche reader for 'Books in English'. Kindermann slide viewer, tape recorder (reel to reel), filmstrip viewer (manual), light box, Gordon carrel, Filmac 400 microfilm reader/printer, 3M "500" reader printer, SAUL K6 SFS microfiche reader, cassette player, record player.
d. Can be used by students during a workshop session and retained for individual use at any time.
e. LP/Lib.

a. Audio workshop exercises
b. Worksheet (1xA4)
c. Students are required to familiarise themselves with the material and are given tasks, e.g., recording material with the microphone (internal and external) to develop an appreciation of the versatility of individual machines. Machines included: cassette player, cassette recorder, amplification equipment, hi-fi system, induction loop system, tape splicing.
d. Estimated time for exercise 2 hours.

For use in a workshop situation, where the less able can be helped whilst those who are familiar with particular machines have tasks in hand. The instructions provided are intentionally scant as the workshops rely upon a ratio of four students to a member of staff and it is believed that the learning process is reinforced by the student's making discoveries about the machines for himself. Each student within a group of four is to carry out each exercise.
e. CLW/AHT

a. Visual workshop exercises
b. Worksheet (1xA4)
c. As above. The following tasks are included: operate a tape-slide presentation with audible signals, having loaded the slides into a carousel; present a filmstrip in an automatic filmstrip projector; project a filmloop into a back projection screen; project film in an 8mm automatic film projector; project prepared transparency with overlays on an OHP; project film cartridge using cartridge projector; splice a film; mount slides; project a film using a 16mm film projector.
d. As d. above
e. CLW/AHT

*a (Operation of hardware)
b. 5 booklets.
c. i. Operating a slide projector (8p)
ii. Operating a filmstrip projector (8p)
iii. Operating a cassette tape recorder (12p)
iv. Operating a tape-slide programme (8p)
v. Operating microform readers (8p)

Explain how to operate a particular make of machine and then point out possible deviations from this pattern.
d. The booklets are used with students during their induction course. They are given the opportunity to work the relevant machines using the booklets, and are able to retain the literature for future reference.
e. NP/Petras

Library based courses

a.) Workshop: 1 day course at Wiltshire County Library
b.)
c. Equipment used: tape recorders, cassette recorders, OHPs, slide projectors, filmstrip projectors, 16mm projectors.

Morning session: i. Pros and cons of pieces of equipment
ii. How to change bulbs and replace batteries, put slides into projectors and carousels.

Afternoon session: Material sabotaged by organisers - group had to correct mistakes before being able to work apparatus.
d. All area librarians were invited. Numbers were restricted in view of time, equipment and space available.
e. WCL/EK

a. Video in action
b. 1 day course on the use of video.
c. 'Make your own T.V. show in just one day..'
   i. Demonstration and shooting.
   ii. Playback of material, showing of film and discussion.
d. "This is a wonderful opportunity for Hull people to present aspects of Hull the way they see it".

   'Everybody will have the chance to use one of a number of portable cameras, which are very simple to operate'.

   Work carried out in association with Yorkshire Arts Association and Hull University A/V Unit.
e. HLS/CB

APPENDIX II

A key to the ownership of material

BC/RN	Robert Neilson, Course Director, Media Department, British Council.
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WCL/VF	Miss Valerie Fea, Librarian, Service to Education and Young People, Wiltshire Library and Museum Service.

APPENDIX III

A list of relevant non-book material listed in the catalogues of the Schools of Librarianship visited

Bibliography

CENTRAL OFFICE OF INFORMATION. Automated library (Motion picture). - London: Central Office of Information 1971. - Film. 6 min. : sd. b&w., 16mm. - Summary : an examination of various mechanised ways to get at information of tape systems, slide projectors etc.. (CLW)

INSTITUTE on international standards as related to universal bibliographic control. (Sound recording) Los Angeles: CREDR Corporation, 1976 - 3 sound cassettes. 300 min. : mono. - Notes (folded). - Summary: Session of the 94th Annual Conference of the ALA. Seven speakers discuss standards for bibliographic description of monographs, serials, non;book materials etc.. (CLW)

Management

THE LIBRARIAN as media manager (Sound recording). - Westport: Charles Burke, 196-?. - 1 sound reel. 26 min. : mono., 3¾ips.: 5 in. - Summary: the school resource centre in the United States. A superficial look at the newer types of media and equipment and ways of organising and exploiting this material. Planning and staffing are discussed very briefly. (CLW)

The ROLE of the librarian in media (Tape slide). - New York: Miller-Brody Productions, 1975. 1 187 slides and 2 sound cassettes. 16 min.: col.; 5x5cm. - Notes (12p). by Beverly Bagan, Amy Bradner and Dorothy James. - Summary: Examines the role of the library media specialist. (CLW)

Resource Centres

A.T. the centre (Motion Picture). - Washington:DC. American Library Association, School Library Manpower Project, 1971? Made by Eli Productions. - Cinereel. 25 mins.: col.; 16mm. - Summary: Describes the changing role of school libraries particularly as regards the development of the multi-media resource library. (CLW)

COUNCIL FOR EDUCATIONAL TECHNOLOGY FOR THE UNITED KINGDOM The Audio-visual club. (Motion Picture) London: Council for Educational Technology for the United Kingdom, 1975.- Cinereel. 15 mins. and 1 sound cassette: 12 mins.: col.; mono. 16mm. - Notes (18p) (Media and Methods Case Study 2). - Notes (18p). - Summary: the film examines the activities of the audio-visual club and the organization of resources in a middle school. (CLW)

ENRIGHT, B. J. New media in university libraries. (Sound recording) Aberystwyth: College of Librarianship Wales, 1970?. - 1 sound cassette. 60 min.: mono. - Summary: the lecture covers non-book materials with particular reference to Sussex University. Also covers BBC Film Library (CLW)

The LIBRARIAN and the learning resource director: future roles, problems and issues. (Sound recording). - Englewood Cliffs: Educational Technology Publications, 197-?. - 1 tape cassette. : mono. - Summary: Four future learning resource centre directors discuss the current state of educational technology and the impact it will have on libraries and media centres. (CLW)

RAINBOW, J. C. D. The design of libraries as resource centres in comprehensive schools. (Sound recording). - Aberystwyth: College of Librarianship Wales, 196-. - 1 sound cassette: mono. - Summary: Discusses the factors that must be taken into account when planning resource centres in comprehensive schools. (CLW)

LEWIS, B. A resource centre in a primary school. (Tape slide) London: Schools Council, 1971. 24 slides: col. 1 tape reel. 20 mins. 2 tracks, 3¾ips. synchronised Philips. Series of slides with accompanying commentary by the Headmaster, Mr Basil Lewis, of a small 5-11 primary school, showing his management of resources. He looks upon the school as a "total resource centre". Part of a package which shows the use of resources in a primary and secondary school. (Resources and the Curriculum Series) Master held by M. Plaskow. (CET list, 1973)

HOLDER, M. A resource centre in a secondary school. (Tape slide) - London: Schools Council, 1971. - 27 slides: col. 1 tape reel, 10 mins. 2 tracks, 3¾ips., synchronised Philips. (Resources and the Curriculum Series) Master held by M. Plaskow (CET list, 1973)

WILTSHIRE COUNTY LIBRARY Library resources (Kit). - Trowbridge, 197-. - posters: b&w; 21x30cm. - Notes looseleaf. - Content: descriptive posters and sheets advertising the library resources available to the user. (CLW)

WAITE, C. Madeley Court School Resource Centre. Aberystwyth: College of Librarianship Wales, 1976. - 47 slides: col. 1 tape cassette, synchronised Philips. 10 mins. A tape slide programme made as a result of a Schools Council project on Madeley Court School in 1975. (CLW)

Cataloguing

BASIC concepts for cataloguing non-book materials (Visual projection). - Arizona State University: Audio Visual Services 1971. - 76 frames: col. 35mm. 1 tape cassette, 22 mins. - Notes (8p). Presented by Irene Schneider. (CLW)

DAUGHTRY, Bessie Cataloguing, arrangements and storage of motion pictures, filmstrips and 2x2 slides. (Microform). - Tallahassee, Fla.: Florida State University, 1948. - Microfiche: 111, 81 leaves, illus. - M.A. thesis. Florida State University, 1948. Rochester, N.Y.: University of Rochester Press for the Association of College and Reference Libraries, 1954. 3 sheets. (ACRL Microcard Series, No.20.) (CLW)

FRIIS-HANSEN, J. B. & JOHANSEN, Thomas (compilers) (Worksheets). - Sixty exercises in the registration of gramophone records. Danmarks Biblioteksskole, 1972. (NP)

MILLER, Miriam Music cataloguing. (Sound recording) - Aberystwyth: College of Librarianship Wales, 1972. - 1 tape cassette. 90 mins.: mono. - Summary: address given at a joint meeting of the Cataloguing and Indexing Group of the Library Association of the Music Librarians at Manchester Public Library, 7th December, 1972. Followed by discussion. (CLW)

RAVILIOUS, Christopher Standards of cataloguing for non-book materials. (Sound recording). - Aberystwyth: College of Librarianship Wales, 1975. - 1 tape cassette. 90 mins.: mono. - Summary: Talk given at a meeting of the Library Association Cataloguing and Indexing Group, 4.2.75, on Ravilious' work on the survey of cataloguing practices for non-book materials. (CLW)

UNIVERSITY OF SUSSEX A feasibility study of a multi media catalogue. (Microform) Brighton: University of Sussex, 1969. - 43, 13 leaves. (OSTI report no.5054). - Project Head, Bernard Chibnall, Research Fellow, Anthony Croghan, London: OSTI, 1970. 1 sheet. (CLW)

Indexing

ABBOTT, George L. Indexing for the growing instructional media center. (Microform). - Stanford, California.: Stanford University 1973. - (1), 22p. Washington D.C.: ERIC, 1974. 1 sheet (ED 086 228). (CLW)

Production of Materials

Can we please have that the right way round? (Motion picture). - London: Studio Film Laboratories Ltd., 1977. - Film. 15 min.: sd., cd.; 16mm. Summary: dramatised documentary demonstrating the need for careful preparation when using visual aids. (CLW)

Guide to self-teaching programs (Methods-tape-slide) Tape slide). - by Nona Newman, artist, D. P. Hammersley. - Newcastle upon Tyne: University of Newcastle upon Tyne: Department of Photography and Teaching Aids Laboratory, 1975. - 70 slides.: col. + sound cassette. 20 min.: (DIN Pulses 1000 Hz). - Self teaching; how to choose a medium, making a program. (Newcastle University Library)

HOW a recording is made (Visual Projection). - London: Educational Audio Visual SE 8311-2, 1973. - 2 filmstrips: col. 1 tape reel (30 min.: 3¾ips: 5in. - Notes (8p). - Summary: Describes the history of recording and the necessary processes. (CLW)

HOW to give yourself a stereo check-out. (Sound recording). - London: Decca Records SKL 4861, 1967. - 1 audiorecord: stereo, 33⅓rpm: 12in. - Summary: The aim of this record is to provide a means for the listener to check record playing equipment. (CLW)

HOW to use the overhead projector (Visual projection). - Chelmsford: Medical Recording Service Foundation, 1975. - 54 slides: col. 2x2in. 1 tape cassette. 20 min: mono. - Summary: an explanation of the use of the overhead projector together with use of accessories. (CLW)

INDIVIDUALISED instruction: materials and their use (Visual projection) - Washington D.C.: Association for Educational Communications and Technology, 1970?.- 58 frames: col. 35mm. 1 tape cassette. 15 min.: mono, audible advance signal. - Notes (7p). - Summary: Describes the techniques of individualised instruction and the ways in which materials may be stored and used. (CLW)

INDIVIDUAL learning: resource based learning (Motion picture). - London: BBC Television Enterprises 1973?. - Film. 25min.: sd. b&w. 16mm. - Summary: Edward Blishen introduces L. C. Tylor of the Nuffield Resources for Learning project who explains the advantages of individual learning using various resources. (CLW)

INTRODUCTION to programmed learning a pavic lecture pack. No.1. (LP)

LEARNING centres (Visual projection). - San Jose, California: Lansford Publishing Co., WES 301T, 1974. - 18 sheets; col. 19x24cm. - Notes: (20p) by Leonard J. Emposa. - Summary: shows how teacher-made learning centres improve learning. (CLW)

LOADING the filmstrip projector (Visual projection). - Darlington: Darlington College of Education, 1972?. - 1 filmloop: si., col. Super 8mm. - Notes (2p) by R. Winders. (CLW)

MACHINES for photocopying and printing (Visual projection). - Aberystwyth: College of Librarianship Wales, 196-?. - 5 slides: col. 5x5cm. - Summary: Pictures of machines used by the Scolar Press for photocopying and printing.

MAKING a stereo record (Visual). - Wakefield: Educational Productions Ltd., 1974. - 1 poster: col. 63x92cm. - Summary: Shows diagrammatically how a record is made. Produced in collaboration with EMI records. (CLW)

NATIONAL FILM BOARD OF CANADA The 16mm film projector. (Motion picture). - Montreal: National Film Board of Canada 197-?. film: col. 16mm. 3 parts. (LP)

NON-COMMERCIAL educational television (Sound recording). - Englewood Cliffs: Educational Technology Publications 197-?. - 1 tape cassette: mono. - Speakers: Frederick Breitenfeld Jr. and Gabriel D. Ofiesch.

The OVERHEAD projector: Using the projector. - Sheffield: Pavic Productions, 19-. - 25 transparencies and two pens in box with instructions. Learners project the transparencies and learn how to use the OHP. (LP)

PHOTOCOPYING techniques. (Sound recording). - London: Ealing Technical College: School of Librarianship, 1969. - 1 tape reel, 105 mins.: 2 tracks, 3¾ips - Produced for individual instruction and revision J. Burkett. Intended for use language laboratory or sound booth. Notes on use: Author's copyright, Folder. (CET list 1973)

PHOTOGRAPHY, cinema and television. (Visual projection). - Newton Abbott: Student Recordings, 1975?. - 1 filmstrip: col. 35mm. 1 tape cassette. 30 min: mono. (History in Colour AVC 109). - Audible signal. - Summary: A history of photography from the magic lantern onwards. (CLW)

Project the right image. (Motion picture). - London: Churches, Television and Radio Centre, 1975. - Film. 13 min.: sd., col. 16mm. Summary: a dramatised documentary demonstrating the need for the careful preparation of film shows. (CLW)

QUALITY of sound. (Visual projection): radio in the classroom. - London: British Broadcasting Corporation, 1976. - 1 filmstrip: 33 frames: col. 1 tape. 15 min., 3¾ips.; 5in. - Notes (8p). Summary: Illustrates some of the factors that make good quality of radio reception, tape recording and playback in schools. (CLW)

STEREO sound. (Visual). - Wakefield: Educational Productions Ltd., 197-. - 1 poster: col. 63x92cm. - Summary: Illustrates diagrammatically stereo and mono production, recording and playback. (CLW)

SUPPORT materials for courses in Educational Technology. Module 11. Educational objectives (kit) - London: NCET, 1973. - 11 tapes on 7 reels: mono. 3¾ips: 5 in. + 6 overhead transparencies: 10x10 in. + 6o pamphlets. Films 1 and 4 from Kit 4 should be used + Course leader's manual (58p) + Notes (26p). - Summary: examines current attitudes towards the planning of learning and teaching in terms of aims and objectives. Designed by NCET. (CLW, NP, LP)

SUPPORT materials for courses in Educational Technology. (Kit) Module 2. Criteria for the selection of methods and resources. - London: NCET, 1973. - 4 films: sd, col. 16mm. + 7 tapes: mono, 3¾ips; 5 in. + 5 overhead transparencies: 10x10 in. + 40 pamphlets + Course leader's manual + Notes (26p). - Summary: Traditional and modern teaching is examined. Criteria are suggested for the selection of appropriate resources for specific learning problems. Designed by NCET. (CLW, LP, NP)

SUPPORT materials for course in Educational Technology. (Kit) Module 3. Management of resources. - London: NCET, 1973. - 60 slides: col. 2x2 in. + 10 tapes: mono. 3¾ips; 5 in. + overhead transparencies: 10x10 in. + 20 pamphlets + Course leader's manual (48p) + Notes (26p). - Summary: ways of managing the wide range of resources available are discussed. Modules were designed by NCET. (CLW, LP, NP)

SUPPORT materials for courses in Educational Technology. (Kit) Module 4. Characteristics of media. - London: NCET, 1973. - 1 film: sd., col. 16mm. + 2 filmstrips: col. 35mm. + 4 tapes on reels: mono. 3¾ips; 5 in. + 16 overhead transparencies: 10x10 in. + 20 pamlets. + Course leader's manual (36p) + Notes (26p). - Summary: examines the ways in which media characteristics determines the type of learning which takes place. Designed by NCET. (CLW, LP, NP)

SUPPORT materials for courses in Educational Technology. (Kit) Module 5. Evaluation. - London: NCET, 1973. - 13 tapes on 6 reels: mono. 3¾ips; 5 in. + 10 overhead transparencies: 10x10 in. + 80 pamphlets. Films 1 and 4 from Kit 4 should also be used. + Course leader's manual (54p) + Notes (26p). - Summary: formal and informal evaluation, the evaluation of policy, and how and why we should assess students are discussed. Designed by NCET. (CLW, LP, NP)

TAPE recorders. (Visual). - Wakefield: Educational Productions Ltd., 1972. - poster: col. 63x92cm. - Summary: explains diagrammatically the principles and operation of the tape recorder. Produced in collaboration with Philips Electrical Ltd. (CLW)

TELEVISION as a source. (Motion picture): a case study. - Bletchley: Open University D203.02, 1971. - Film. 25 min. sd., b&w. 16mm. - Commentary by Stuart Hall. Summary: Discusses the use of television as a teaching medium. Illustrates how the Open University and the BBC co-operate to make a programme. (CLW)

The THEORY of audio-visual aids. (Visual projection). - Durham: Neville's Cross College of Education, 1970. - 36 slides: col. 2x2 in + 1 tape. 20 min. mono. + Notes (5p). - Summary: types of audio-visual aids are theoretically defined, and their use in education, including some reference to historical aspects and to the critical evaluation of aids. (CLW)

The VIDEO cassette tape machine. (Visual). - Wakefield: Educational Productions Ltd., [197-]. - 1 poster: col. 63x92cm. - Summary: illustrates diagrammatically the principles and operation of a video cassette recorder. (CLW)

WHAT is good recorded sound? (Sound recording). - Tunbridge Wells: Discourses ABK 9. 1972. - 1 sound disc.: stereo, 33⅓rpm. 12 in. (All about music). - Commentary Bob Hardcastle. Recorded in the Conway Hall, London, 12th February, 1972. Notes (16p). Summary: designed to help the amateur appreciate what constitutes a good recording. Good and bad recording techniques are explored and their effects demonstrated. (CLW)

The WHYs and how of student film-making. (Visual projection). - New York: Urban Media Materials, 1970. - 2 rolls: col. 35mm + 1 record: mono. 33⅓rpm. 12 in. Automatic and audible signals. Related text, National Conference on Visual Literacy. 1st Rochester, N.Y. 1969. (CLW)